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ABSTRACT

Five appendixes make up this part of the final report on the elementary teacher education program. Appendix L is a summary chart of the orientation meetings, giving dates, locations, and participants. Appendix M is a listing of the seven school districts actively participating in the OCE coalition, with a brief description of their essential characteristics. Appendix N is a description of Teaching Research, which was established in 1960 as the research arm of the Oregon State System of Higher Education. It is located on the campus of Oregon College of Education, employs approximately 65 professional staff, and has become a highly sophisticated research and development agency, with diverse interests and capabilities. A listing of 27 current projects is included. Appendix O contains letters from five consortium institutions in support of state-wide implementation of the program. Appendix P gives detailed implementation schedules for program mechanisms over a period of 5 years. The mechanisms involved are instructional objectives, instructional operations, information management, data generation, cost accounting, staff selection and development, policy creation and adoption, program execution, adaptation, and accommodation. Related documents are SP 004 155 to SP 004 165. (MBM)

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APPENDIX L

A SUMMARY OF ORIENTATION MEETINGS CONDUCTED FOR EDUCATIONAL ASSOCIATIONS IN OREGON

SP004166

A SUMMARY OF ORIENTATION MEETINGS CONDUCTED
FOR EDUCATIONAL ASSOCIATIONS IN OREGON

Date	Location	Participants
September 25	Tigard	State Officers and Professional Staff--Oregon Education Association
October 8	Grants Pass	Josephine County Teacher's Association
October 10	Eugene	Executive Committee--Oregon Elementary Principal's Association
October 18	Tigard	Professional Services Committee--Oregon Education Association
November 20	Portland	Oregon School Board's Association
November 20	Portland	Oregon Association of School Administrators
December 4	Beaverton	Oregon Teacher Standards and Practices Commission
*February 5	Gearhart	Oregon Association for Supervision and Curriculum Development
*April 10	Baker	Eastern Oregon Region--Oregon Elementary Principal's Association

* Scheduled orientation meetings

APPENDIX M

A DESCRIPTION OF THE SCHOOL DISTRICTS PARTICIPATING IN THE OCE COALITION

A DESCRIPTION OF THE SCHOOL DISTRICTS PARTICIPATING IN THE OCE COALITION

Some seventeen Oregon School districts currently have cooperative agreements with Oregon College of Education for the preparation of elementary and secondary teachers. While each of these districts are legitimate members of the OCE Coalition only seven of them are projected to be active participants in the proposed program. This is largely due to the fact that some of these districts are only involved in the preparation of secondary school teachers and some districts can accommodate only a relatively small number of prospective teachers. Therefore, as used in the context of the proposed program, the OCE Coalition refers to seven districts which, with one exception, are located, in the Willamette Valley of Western Oregon within a 50 mile radius of the OCE campus. The geographical distribution of these districts in relation to OCE is illustrated in Figure 1. The essential characteristics of each is briefly described in the subsequent narrative.

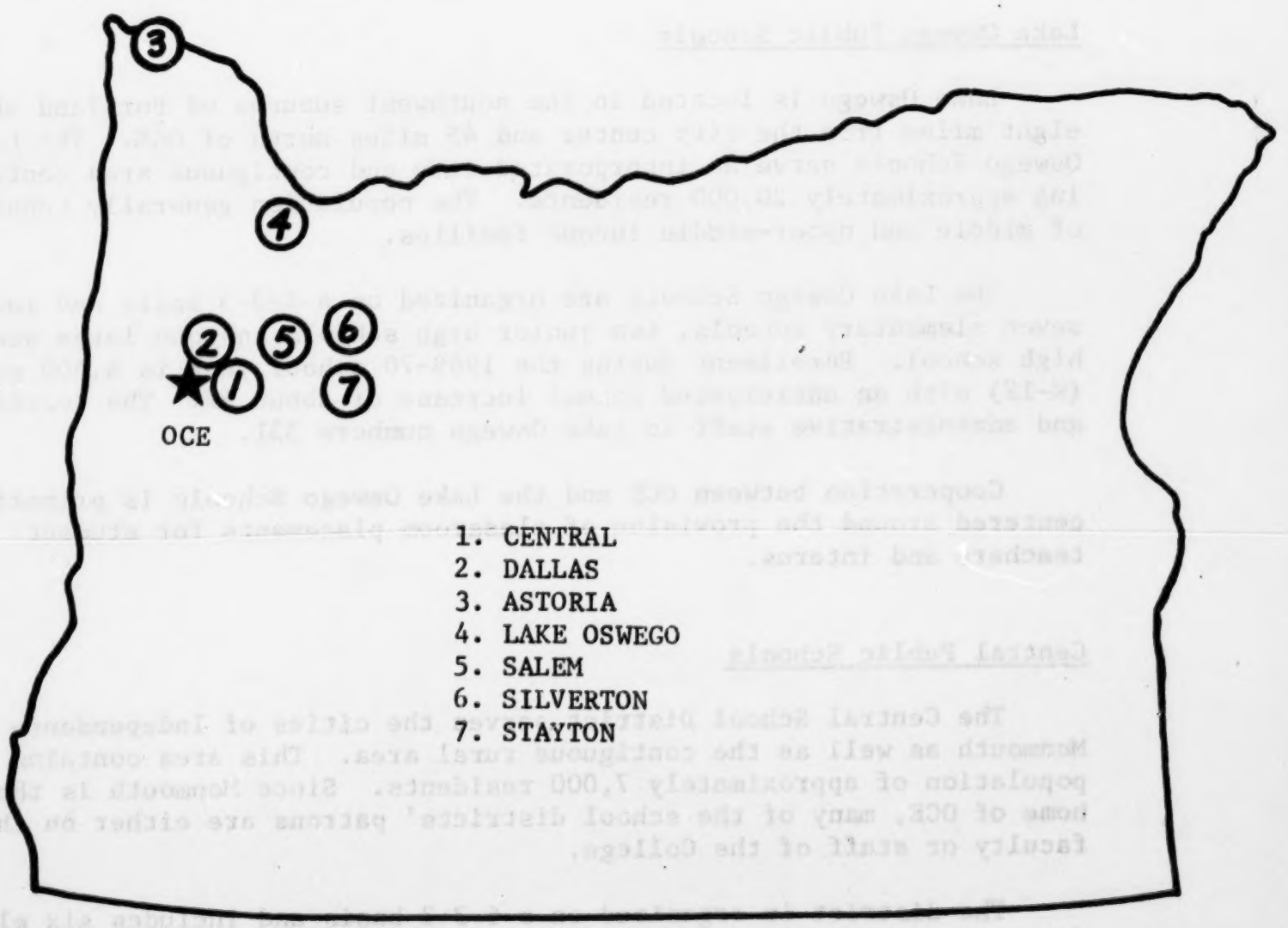

Figure 1. The Geographical Distribution of Those School Districts Which Comprise the OCE Coalition

Dallas Public Schools

Dallas, located nine miles north of the OCE campus, is primarily an agricultural and lumbering community with a population of approximately 9,000. The population is generally comprised of middle and lower-middle income families.

The Dallas Schools conduct educational programs for grades 1-12 and are arranged on a 6-3-3 basis. Presently the school system includes six elementary schools, two junior high schools, and a unified high school. They serve 2,552 students with a professional staff of 144 teachers and administrators.

Through the years Dallas has been an active participant in all phases of the OCE elementary education program by providing sophomore and junior level field experiences and by providing classroom placements for both student teachers and interns.

Lake Oswego Public Schools

Lake Oswego is located in the southwest suburbs of Portland about eight miles from the city center and 45 miles north of OCE. The Lake Oswego Schools serve an incorporated city and contiguous area containing approximately 20,000 residents. The population generally consists of middle and upper-middle income families.

The Lake Oswego Schools are organized on a 7-3-3 basis and include seven elementary schools, two junior high schools and one large senior high school. Enrollment during the 1969-70 school year is 6,500 pupils (K-12) with an anticipated annual increase of about 6%. The teaching and administrative staff in Lake Oswego numbers 331.

Cooperation between OCE and the Lake Oswego Schools is primarily centered around the provision of classroom placements for student teachers and interns.

Central Public Schools

The Central School District serves the cities of Independence and Monmouth as well as the contiguous rural area. This area contains a population of approximately 7,000 residents. Since Monmouth is the home of OCE, many of the school districts' patrons are either on the faculty or staff of the College.

The district is organized on a 6-3-3 basis and includes six elementary schools, one junior high and one senior high school. The district serves 2,187 pupils (1-12) with a combined teaching and administrative staff of 122.

Central's close proximity to OCE makes it an extremely convenient location for involvement with the college's teacher education program and for more than 10 years the college and the district have worked very closely in this regard. Presently the district provides both sophomore and junior level field experiences as well as classroom placements for student teachers.

Salem Public Schools

Salem, the capital city of Oregon, is located 14 miles east of OCE and has a population of 68,000 with an additional 40,000 persons living in the immediate metropolitan area. As a state capital, Salem relies heavily upon the governmental payroll although it is rapidly becoming economically diversified.

The Salem School District is unified and serves a geographic area of approximately 220 square miles. The district is organized on a 6-3-3 plan and serves some 20,000 pupils (1-12). Included within the district are 35 elementary schools, 6 junior highs and 3 senior high schools. The districts' total professional staff numbers 1,176.

Due to its close proximity to OCE and its relatively large size, the Salem District provides an excellent resource for the OCE teacher education program and their contribution to the program is significant. Currently, Salem provides sophomore level field experiences and both student teaching and internship placements for OCE students.

Silverton Public Schools

Silverton is a rural agricultural community located 30 miles east of the OCE campus and Silverton's 6,000 residents could generally be described as homogeneous and middle class.

Silverton's two elementary schools serve approximately 900 students who live in the immediate vicinity of Silverton. However, the secondary program in Silverton is conducted under the auspices of a separate, unified high school district which serves a somewhat larger geographic area.

For the past 7 years Silverton has participated in OCE's elementary teacher education program through the provision of classroom placements for student teachers.

Stayton Public Schools

Stayton, located 25 miles east of Monmouth, is a rapidly growing rural community with a total population of 3,000, which does not include a substantial number of rural residents. While Stayton still has a

primarily agricultural based economy, it is quickly becoming a suburb or "bedroom" community for the Salem metropolitan area.

Stayton serves approximately 500 pupils (1-6) in its two elementary schools. However, secondary education in Stayton is administered through a separate, unified high school district. The total professional staff of the elementary district numbers approximately 30.

The Stayton Schools have for the past 7 years been actively involved in the OCE teacher education program through the provision of junior level field experiences and placements for both student teachers and interns.

Astoria Public Schools

Astoria, located some 191 miles north of the OCE campus at the influence of the Pacific Ocean and the Columbia River, is a commercial fishing center which has a total population of 12,000 people. Due to the distance factor Astoria has historically provided OCE with a major off-campus center for teacher preparation.

The Astoria School system serves some 2,500 pupils (1-12) in its 3 elementary schools, junior high, and one large high school. Astoria's educational program is conducted through its 128 member professional staff.

The Astoria schools have also been involved with the OCE elementary teacher education program for 7 years and are currently providing placements for both student teachers and interns.

APPENDIX N

A DESCRIPTION OF TEACHING RESEARCH

A Description of Teaching Research

History

In 1960 the Oregon State Board of Higher Education established Teaching Research as the research arm of the Oregon State System of Higher Education. Through the years, Teaching Research has remained a legally constituted agency of the State System and as such is administratively responsible to the Chancellor. Although Teaching Research began operations with a basic research orientation, it has evolved into a highly sophisticated research and development agency with diverse interests and capabilities. To accomplish this, Teaching Research has attracted a highly competent and imaginative staff; expanded its sources of revenue to include both the public and the private sector of the economy; engaged itself in a wide range of educational research and development activities on a regional, national and international scale.

Location and Resources

Since its inception Teaching Research has been housed on the campus of Oregon College of Education in Monmouth, Oregon. However, as an agency of the Oregon State System of Higher Education, Teaching Research receives general support from all state supported institutions including access to advanced computer facilities, media production centers, libraries and other related research agencies.

Teaching Research currently employs approximately 65 professional staff members with a large percentage of these personnel holding advanced degrees at the doctoral level. In addition, Teaching Research employs some 40 media development and general support personnel for a total, full-time staff of over 100 persons.

During the past ten years, Teaching Research has been engaged in excess of 100 funded projects over half of which have received federal support. The total annual budget for this work currently exceeds $1,000,000. Although the agency does receive a minimal amount of fiscal support from the state, its primary sources of support are funded projects.

Organization

Teaching Research has recently undergone a major organizational change designed to provide for continuity and congruence between the various program areas. Within Teaching Research a program is defined as two or more projects related to a unifying objective or cluster of objectives. No program is established within the organization unless there is an individual who is readily identifiable with the objectives of the program and is viewed as having the capacity to provide leadership for the program. Programs are generally focused upon specific learner populations, technology or process.

Using the research program as a base, the agency is presently organized into three units, two operational research units and one support unit. The organizational chart for Teaching Research is shown in Figure 1. While this chart does provide a structural view of the organization, it also provides a general look at the many and diverse programs which are currently in operation.

Current Projects

The diverse interests and capabilities of Teaching Research can perhaps best be exemplified by a general review of those projects in which the organization is currently engaged. A partial listing of current Teaching Research projects includes:

1. The development of a model special education program for trainable mentally retarded children in the Corvallis Public Schools. This project includes the training of teaching personnel and the planning and supervision of research activities and training techniques to be employed in that school setting.

2. A survey and description of the educable mentally retarded population in the State of Oregon. This project, sponsored by the State Department of Education, will provide a basis for planning appropriate educational programs for this population of children.

3. The development of strategies and models for training teacher trainers in special education. This work is being supported by a planning grant from the Bureau of Educational Professional Development of the U.S. Office of Education.

4. A study of the use of behavior modification techniques to increase the mobility of physically handicapped children at Oregon's Fairview School.

5. The U.S. History In-Service Simulation Project is a project in which simulation games are being designed and evaluated and in which classroom teachers are trained to use these techniques in their classrooms. This is a two-year project for secondary school teachers and is unique in that it is funded cooperatively by the school districts represented by these teachers.

6. The training of teacher trainers in special education. This is a project in which program staff are working with personnel from the Exceptional Child Research Program to determine the feasibility of using simulation gaming techniques in the training of special education teachers.

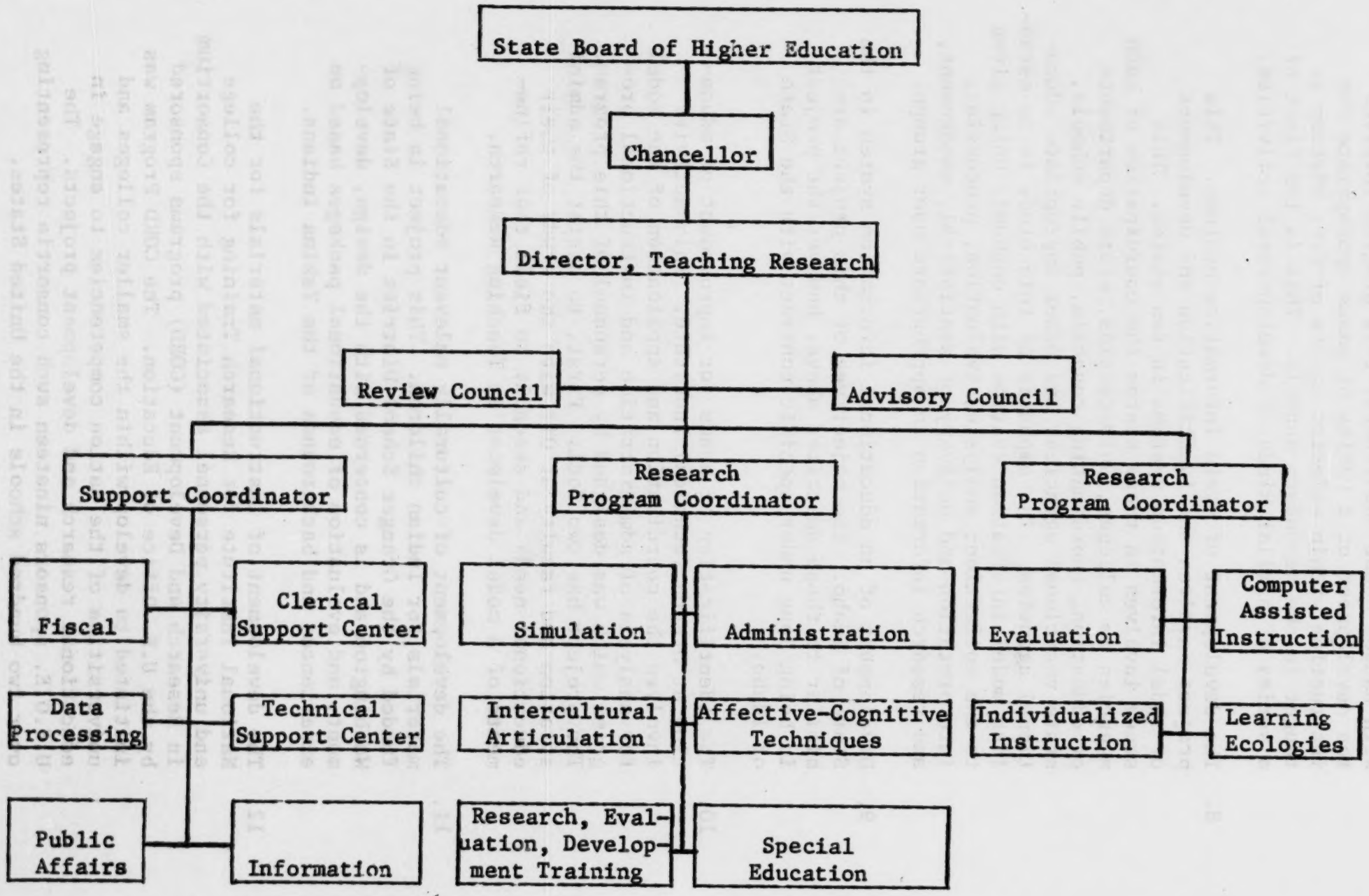

Figure 1. The organizational structure of Teaching Research, A Division of the Oregon State System of Higher Education

7. The development of U.S. History games. Under contract with Random House Publishers, this program involves the development of a series of games appropriate for instruction within selected facets of U.S. History as taught in the secondary schools. This is the first of a series of similar kinds of developmental activities.

8. The development of state information systems. This project involves the identification and development of model information systems in ten states. This study involves in these states the coordination of such agencies as colleges, universities, state departments of education, coordinating councils, public schools, state vocational agencies, and other appropriate educational agencies. The emphasis of this study is to establish model information systems with emphasis being given to the collection, analysis, evaluation, processing, interpretation and delivery of statistical, management, and research information to appropriate user groups.

9. Development of an educational information system in the State of Idaho. The objectives of this project are similar to those described above, however the project is being done under specific contract with the State of Idaho.

10. The identification of needs for improvement of education at Oregon Technical Institute. This activity involves the coordination and application of the model for analysis of administration and instructional programs which was designed by personnel of this program. The project has two foci: First, to assist the administration and faculty at OTI with the study of their educational needs and secondly to field test refinements of a model developed at Teaching Research.

11. The development of culturally relevant educational materials for Indian children. This project is being funded by the Granger School District in the State of Washington and is concerned with the design, development, and evaluation of educational packages based on experiences and backgrounds of the Yakima Indians.

12. The development of instructional materials for the National Institute for Research Training for college and university personnel associated with the Consortium in Research and Development (CORD) programs sponsored by the U.S. Office of Education. The CORD Program was initiated to develop within the smaller colleges and universities of the nation competencies to engage in educational research and development projects. The U.S.O.E. sponsors nineteen such consortia representing over two hundred schools in the United States.

13. An EPDA Project designed to train school district personnel in the competencies required to function professionally in the areas of evaluation, instructional research and instructional development.

14. A national survey of individualized instruction programs. The focus of this project is to identify the information needs of school boards, administrative and teaching personnel in the area of individualized instruction programs. The second objective of this project is to identify and describe forty-eight schools representing exemplary individualized instruction programs in operation across the nation.

15. The development of a competency based, field centered, systems approach to elementary teacher education within the context of Oregon College of Education. This developmental effort required the systematic development of a program to prepare prospective teachers to demonstrate a specified set of competencies in the real learning context of which they have been a party in agreeing to and which is personally fitting for them provided the main focus of the project. The model developed specifies management elements including information management, cost accounting, evaluation, and an adaptive mechanism which permist the modification of these elements as indicated by data derived from utilization of the model.

16. The development of a personalized and data dependent instructional program in the Corvallis Public Schools, Phase II: the implementation of the model based language arts program at the Hoover Elementary School. This project is designed to apply the model outlined above to instruction within an experimental elementary school for the Corvallis District. By the end of the 1969-70 year both the mathematics and language arts curricula will be operating at a prototype level in accordance with the model.

17. The development of a personalized and data dependent instructional program at Adams High School in Portland. This activity is designed to apply the same generic model at the high school level and in a larger district.

18. A historic longitudinal study of the Corvallis experiment in personalized and data dependent instruction.

19. The design and implementation of an educational objectives commission in Guam: an activity in support of the Northwest Regional Educational Laboratory Guam Educational Improvement Project. Program personnel will prepare

documents which (1) chronical the experience of educational objectives commissions in the United States; (2) review the research which bears upon the problem of projecting educational futurities; (3) delineate the unique problem that the environment of Guam poses for the projected educational objectives commission; and (4) suggest alternative patterns of organization and operation that could be followed by the objectives commission.

20. Evaluation of the Regional Computer Project centered at Oregon State University. Acceptability and impact are currently being evaluated in the project which was designed to provide real time access to a medium-sized computer by way of remote teletype terminals for all educational institutions within the State System of Higher Education.

21. The design, implementation and evaluation of a multi-media course designed to introduce teachers to the concept of a computer system, the functioning of computers, methods of communicating with computers, organization or problems for solution, and specific applications of computers within education and related areas.

22. The evaluation of a constrained character set developed by IBM within educational settings. This investigation included the students' ability to utilize the character set and the reactions of teachers and administrators to future potential utilizations of such a character set.

23. The design of an information system to be utilized by the ComField Teacher Education Program. The ComField Model is designed to enable the student in education to proceed at his own rate through a series of competencies which have been predetermined. The path a student may take is highly unpredictable and will vary by individual. The information system designed will provide students, teachers, administrators and others with information needed at appropriate points in time.

24. Computer Based Test Development (COMBAT). Teaching Research and the Metropolitan (Portland) Area Testing Board initiated a plan to develop and operate a computer based test center. Because these individuals found weaknesses in the types of tests available to teachers, they proposed to have large pools of test items written by local teachers and available to them upon request. Instructional or behavioral objectives as well as test items have been stored in the computer. Currently, over 12,000 objectives and items have been stored with an

additional 10,000 items being edited or key punched for immediate inclusion within the computer. Teachers working in grades four through twelve are now using objectives for planning instruction and the computer assembled test to evaluate instruction. This system is fully operational.

25. Preparation of a media oriented system emphasizing evaluation concepts for presentation at the DAVI annual conference.

26. The national field testing of a Dental Anatomy Program utilizing auto-instructional procedures.

27. Evaluation of the instructional materials and procedures used in the Oregon Medical School and Oregon Dental School.

APPENDIX O

LETTERS FROM CONSORTIUM INSTITUTIONS IN SUPPORT OF STATE-WIDE IMPLEMENTATION

Portland State University

P.O. Box 751 Portland, Ore. 97207

School of Education
Office of the Dean

503/226-7271

December 23, 1969

Dr. H. Del Schalock
Teaching Research
Oregon College of Education
Monmouth, Oregon 97361

Dear Dr. Schalock:

This is in response to your letter of December 4, 1969. The reaction of the School of Education of Portland State University toward the Comfield Project proposed at OCE is positive. In regular session the faculty of the School of Education by unanimous vote:

1. Subscribed to the proposition that the emergent Comfield Project is an acceptable point of departure for the development of a statewide elementary teacher education program.

2. Expressed a willingness to participate in the feasibility phase of the project through such things as a modified professional elementary quarter, a foundations block or other devices.

3. Expressed a willingness to finance local aspects of the implimentation of the project within allocated resources.

4. Subscribed to the proposition of a statewide implimentation effort.

5. Supported the release of appropriate staff members to work with the project, through the use of available Comfield funds.

6. Expressed a desire to share ideas and materials during the implimentation phase.

The faculty of the School of Education has, in an effort to become familiar with the model program, taken the following steps:

1. Appointed one faculty member, Dr. Dorris Lee, to act as liaison between OCE and the School of Education and also as chairman of the local Comfield effort.

2. With Dr. Dorris Lee as discussion leader, devoted several regular and some special faculty meetings to the Comfield Project.

3. Scheduled and held regularly, noon hour small group discussions concerning Comfield.

4. Through Dr. Dorris Lee, established two way communcations between OCE and the School of Education at PSU.

We look forward to working with you as the project develops.

Very truly yours,

George Timmons

George Timmons
Assistant Dean

GT/bw

cc: Dr. Lee

SOUTHERN OREGON COLLEGE
ASHLAND, OREGON 97520

OFFICE OF THE DEAN
DEPARTMENT OF EDUCATION

December 9, 1969

H. Del Schalock, Project Director
ComField Teacher Education Program
Teaching Research
Monmouth, Oregon

Dear Dr. Schalock:

Southern Oregon College was a member of the Consortium of Northwest Colleges and Universitites which was funded for a Phase I Project of the Model Elementary Teacher Education Program. Out of this project came the "ComField" proposal. Southern Oregon College is a member institution of the Oregon State System of Higher Education, which was a cooperative part of the Phase II Project, wherein Oregon College of Education was the funded institution.

Southern Oregon College wishes to express its continued interest in the development of an elementary teacher education program which is economically feasible, and which is consistent with the general guidelines formulated in the Phase I report. The college has had opportunity through its representatives to be informed about the developments which have taken place, and looks forward to continued involvement.

Since teacher education at Southern Oregon Collge is an all-institution function, it will be necessary for the appropriate faculties and committees to review each phase of projected change. At this time there is a significant interest in moving toward a competency-based and personalized teacher education program.

Sincerely,

Bill A. Sampson

Bill A. Sampson, Dean
Division of Education

BAS/mk

MARYLHURST COLLEGE • MARYLHURST, OREGON 97036 • TELEPHONE: 636-8141

December 1, 1969

H. Del Schalock, Project Director
Comfield Teacher Education Program
Teaching Research
Monmouth, Oregon

Dear Dr. Schalock:

The administration and faculty of Marylhurst College have indicated their interest in the Comfield elementary teacher education program and we feel that the implementation of the program is desirable. The feasibility of testing the model will be dependent upon the extent of funding available. The attached letter from Dr. Lloyd Millhollen, Superintendent of Schools, expresses the commitment of the Lake Oswego Public School District.

Our judgment of the Comfield model is based on a close monitoring of it since its origin at the Northwest Regional Education Laboratory. We have tested small portions of the program in our teacher education curriculum during the last two years. At the present time our total college faculty are involved in individualizing the general education segment of the college curriculum. These two steps lead us to believe that we can and should test the Comfield model as funds become available.

Cordially,

Sister Fidelma Spiering, Chairman
Department of Teacher Education

SFS:tr

Enclosure: 1

UNIVERSITY OF OREGON

December 22, 1969

H. Del Schalock
Research Professor
Teaching Research
Oregon State System of Higher Education
Monmouth, Oregon 97361

Dear Dr. Schalock:

This letter is in response to your communication dated December 4. Please accept my apologies for tardiness in response but I was reluctant to respond until I had a chance to garner some indepth reactions from our people who have been closest to Comfield. I am pleased to report that our faculty is increasingly committed to a performance model for Teacher Education such as that reflected by Comfield. Further, we are interested in a continuation of our relationship to Comfield efforts.

You are familiar with our efforts to monitor the Comfield model during the past 15 months. This effort has not been without some frustrations. True change and improvement in the pre-service professional curricula on a campus or within a department cannot be indirect and external. There is an inherent difficulty which seems basic in regard to total commitment to Comfield by a single faculty within the State. The development of Comfield was guided by specified (or unspecified) theoretical-philosophical positions regarding the cognitive and effective domains as they relate to children in public schools as well as young adults in college. These original theoretical-philosophical positions are not always self-evident during the dissemination process. In fact the "setting", i.e. the process, the climate by which the positions were originally created is difficult to reconstruct during dissemination even for the originators. Thus, it may be that each faculty must experience this process before it can gain a full commitment to the Comfield model while at the same time making improvement and changes that are uniquely their own.

Perhaps an equally difficult thing for us to realize is that Comfield must be regarded as a plan on paper, a conceptualization. It cannot be confused with operational specifications for implementing a completely designed program nor should it be. However, in our busy, workaday world it seems the latter is often what we seek. Nevertheless, we shall continue to support the common assumptions that underlie Comfield.

Parenthetically I should like to add that our cooperative efforts will continue to include the 3 school districts which have physical proximity to the University. This will greatly enhance our chances for success in Comfield. The public school districts in and around the University are anxious to continue to participate in functionalizing a field centered model for the pre-service education of teachers. We are indeed fortunate to have such a vast and cooperative laboratory.

Sincerely,

C. W. Schminke, Chairman
Department of Curriculum
and
Instruction

CWS:mcw

EASTERN OREGON COLLEGE
LA GRANDE, OREGON 97850

DIVISION OF EDUCATION & PSYCHOLOGY

December 26, 1969

Dr. H. Del Schalock
Teaching Research Division
Education Building
Oregon College of Education
Monmouth, Oregon 97361

Dear Dr. Schalock:

This is the statement that we would like to make concerning our commitment to the Comfield model:

> Representatives from the College have monitored the development of the Comfield model and have reported and discussed their observations with the Education faculty. The faculty agrees that the model has merit and would appreciate the opportunity to explore its possibilities.

Assuming that financial support becomes available, the College is interested in testing the feasibility of the model.

Sincerely,

James E. Kearns

James E. Kearns
Director of Education

JEK:/cs

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APPENDIX P

IMPLEMENTATION SCHEDULES FOR PROGRAM MECHANISMS

IMPLEMENTATION SCHEDULES FOR PROGRAM MECHANISMS

Instructional Objectives Mechanism

YEAR I (1970-71)

Grassroots Structures

July 1:	activate the grassroots structures recommended by the planning task force
July 15:	complete an intensive, short term training program designed to prepare members of these groups to carry out their function
August 1:	submit first round recommendations to the synthesizing and prioritizing structure
September 1:	submit refined first round recommendations to the synthesizing and prioritizing structure
November 1:	submit second round recommendations to the synthesizing and prioritizing structure
February 1:	submit third round recommendations to the synthesizing and prioritizing structure
May 1:	submit fourth round recommendations to the synthesizing and prioritizing structure

The Synthesizing and Prioritizing Structure

July 15:	activate the structure by electing members to it from the various grassroots structures
August 1:	completion of a short term training program designed to prepare the members of the structure to carry out their function
August 15:	submit preliminary first round recommendations to the objectives recommending structure
September 15:	submit refined first round recommendations to the objectives recommending structure

November 15: submit round two recommendations to the objectives recommending structure

February 15: submit round three recommendations to the objectives recommending structure

May 15: submit round four recommendations to the objectives recommending structure

The Objectives Recommending Structure

July 1: activate as specified by the planning task force

July 15: complete a short term training program designed to prepare the members of the group to carry out their function

August 1: recommend two or three program objectives to the PROGRAM MANAGEMENT mechanism so as to permit planning relative to development to begin

September 1: submit first round recommendations to the program management mechanism that reflect the input from the grassroots structures

December 1: submit round two recommendations to the program management mechanism that reflect input from the grassroots structures

March 1: submit round three recommendations to the program management mechanism that reflect input from the grassroots structures

June 1: submit round four recommendations that reflect input from the grassroots structures

YEAR II (1971-72)

February 1: completion of a review and recommending cycle by the total program objectives mechanism

YEAR III (1972-73)

February 1: completion of a review and recommending cycle by the total program objectives mechanism

YEAR IV (1973-74)

February 1: completion of a review and recommending cycle by the total program objectives mechanism

YEAR V (1974-75)

February 1: completion of a review and recommending cycle by the total program objectives mechanism

The Instructional Design and Development Mechanism

Detailed descriptions of activities are given by instructional development team for each major phase in the 5-year plan. As phases vary for different teams, these details are not repeated but may be reviewed by examining the sections where they are given.

Team G1 and G2

YEAR I (1970-71)

Planning and Development (GENERAL STUDIES)

July 1: preliminary planning; determination of requirements for form, detail, and quality of program objectives; and constraints on, and context of, the learning experiences; determination of program objectives; determination of constraints on the instructional systems, and the context in which the instructional systems will be placed

August 1: determination of those learner characteristics that will influence the design of instructional experiences; initiation of information documentation and curriculum material review procedures

September 1: determination of prerequisite competencies and sequence of competencies when they are hierarchically arranged; initiation of design of the instructional conditions

November 1: initiation of learner tryout and revision or adaptation of existing curriculum materials; construction of performance measures based on objectives; design of evaluative instruments for use during learner tryout and preliminary field trial; initiation of review of components by substantive experts

March 1: translation of all specifications into actual prototype components; assembly of portions of instructional system for try-out and revision

May 1: assembly of prototype instructional system including integration of fabricated components with already existing materials; learner tryout and revision of fabricated and existing components

YEAR II (1971-72)

Preliminary Field Trial (GENERAL STUDIES)

September 1: preliminary planning-including specification of experimental design, data collection and analysis procedures; initiation of field trial evaluation and modification cycle

July 1: evaluation of instructional system, modification of weak portions, recycling and notification of readiness to operationalize system in Year 3; derivation of research hypotheses based on field trial information

YEAR III (1972-73)

Operational Field Trial (GENERAL STUDIES)

September 1: preliminary planning, including specification of experimental design, data collection and analysis procedures as well as planning with Instructional Operations Mechanism

July 1: evaluation of instruction system, modification of weak portions; recycling as necessary

YEAR IV (1973-74)

operational use

Team GCI 1

YEAR I (1970-71)

planning and development

YEAR II (1971-72)

Preliminary Field Trial (GENERAL STUDIES)

Continued Planning and Development (CLINICAL STUDIES & INTERNSHIP)

YEAR III (1972-73)

Operational Field Trial (GENERAL STUDIES)
Preliminary Field Trial (CLINICAL STUDIES)
Continued Planning and Development (INTERNSHIP)

YEAR IV (1973-74)

Refined Development (GENERAL STUDIES)

September 1: determination of flaws, problems, inconsistencies in instructional system; initiation of corrective measures

January 1: specification of modifications to the instructional system

March 1: fabrication of new components and integration into program

June 1: tryout of new systems where feasible

Operation Field Trial (CLINICAL STUDIES)
Preliminary Field Trial (INTERNSHIP)

YEAR V (1974-75)

Refined Development (GENERAL STUDIES, CLINICAL STUDIES)
Operational Field Trial (INTERNSHIP)

Team CI 1

YEAR II (1971-72)

Planning and Development (CLINICAL STUDIES, INTERNSHIP)

YEAR III (1972-73)

Preliminary Field Trial (CLINICAL STUDIES)
Continued Planning and Development (INTERNSHIP)

YEAR IV (1973-74)

Refined Development (GENERAL STUDIES)
Operational Field Trial (CLINICAL STUDIES)
Preliminary Field Trial (INTERNSHIP)

YEAR V (1974-75)

Refined Development (GENERAL STUDIES, CLINICAL STUDIES)
Operational Field Trial (INTERNSHIP)

Team G3 and G4

YEAR II (1971-72)

Planning and Development (GENERAL STUDIES)

YEAR III (1972-73)

Preliminary Field Trial (GENERAL STUDIES)

YEAR IV (1973-74)

Operational Field Trial (GENERAL STUDIES)

YEAR V (1974-75)

Operational Use

Team GLC 2

YEAR II (1971-72)

Planning and Development

YEAR III (1972-73)

Preliminary Field Trial (GENERAL STUDIES)
Continued Planning and Development (CLINICAL STUDIES AND INTERNSHIP)

YEAR IV (1973-74)

Operational Field Trial (GENERAL STUDIES)
Preliminary Field Trial (CLINICAL STUDIES)
Continued Planning and Development (INTERNSHIP)

YEAR V (1974-75)

Refined Development (GENERAL STUDIES)
Operational Field Trial (CLINICAL STUDIES)
Preliminary Field Trial (INTERNSHIP)

Team CI 2

YEAR III (1972-73)

Planning and Development

YEAR IV (1973-74)

Preliminary Field Trial (CLINICAL STUDIES)
Continued Planning and Development (INTERNSHIP)

YEAR V (1974-75)

Refined Development (GENERAL STUDIES)
Operational Field Trial (CLINICAL STUDIES)
Preliminary Field Trial (INTERNSHIP)

The Instructional Operations Mechanism

YEAR I (1970-71)

The Recruitment and Admissions Structure

July 1: activate the task force specified in preliminary planning

September 1: recommendations as to a) recruitment procedures and the materials needed to support them, b) admissions criteria, and c) admissions procedures and the materials needed to support them. Admissions criteria and procedures must include recommendations relating to students entering the program with varying backgrounds and levels of experience, including transfers from community or other colleges in the state and from without the state.

November 30: recruitment materials and procedures established for a first generation field trial

February 28: admissions materials and procedures established for a first generation field trial

June 30: completion of first generation field trials in recruitment and admissions

The Competency Facilitating Structure in the General Studies Phase

July 1: activate the task force specified in preliminary planning

August 31: 1) recommendations as to the materials and procedures needed to support the student-sponsor alignment process

2) recommendations as to the materials and procedures needed to support the middle range and long term contract negotiation process

3) recommendations as to the materials and procedures needed to support mastery and/or criterion assessment

4) recommendations as to the materials and procedures needed to support short term contract negotiations, the management of learning experiences that derive from those negotiations, assessment needed in relation to those experiences, etc.

5) recommendations as to the materials and procedures needed to support all record keeping relative to a student's movement through the setting

6) recommendations as to the personnel needed to carry 90 students through the first generation field trials within the GENERAL STUDIES setting, and the training procedures to be followed in preparing them to do so

June 30:

1) materials and procedures completed to support first generation field trials in sponsor-student alignment

2) materials and procedures prepared to support first generation field trials in middle range and long term negotiation within the FOUNDATIONS setting

3) materials and procedures prepared to support first generation field trials in assessing mastery and/or competency demonstration within the FOUNDATIONS setting

4) materials and procedures prepared to support first generation field trials in short term contract negotiation, the management of learning experiences, the assessment relative to those experiences, etc. within the FOUNDATIONS setting

5) materials and procedures prepared to support first generation field trials in all record keeping within the FOUNDATIONS setting

6) materials and procedures prepared to support first generation field trials in training personnel to carry out instructional operation within the FOUNDATIONS setting with 90 students

Advanced Planning Relative to the Certification Structure

September 1: activate the task force specified in preliminary planning (by this time considerable information will have been generated relative to the kinds of competencies toward which the program will be striving)

December 31: 1) recommendations regarding the procedures to be followed with respect to certification within the program, including the various levels of certification to be adhered to and the procedures to be followed with respect to each

2) recommendations as to the procedures to be followed in obtaining support for and/or clearance with respect to the certification procedures recommended, and the materials required therein

June 30: 1) a statement of the philosophy regarding certification within the program, the procedures to be followed in carrying out that philosophy, and an indication of the extent to which the statement of philosophy and procedures has been validated within the state

2) recommendations as to the materials and procedures to be followed in implementing the philosophy

Advanced Planning Relative to the Competency Facilitating Structure in the LABORATORY Setting

January 1: activate the advanced planning group as specified in preliminary planning (by this time recommendations will be in relative to the competency facilitating structure within the foundations setting)

June 30: guidelines to be considered in developing recommendations for the competency facilitating mechanism within the LABORATORY setting, and detailed recommendations as to the procedures to be pursued in arriving at those recommendations

YEARS II through V (1971-75)

See Table 4 on pp. 149 to 151 of Volume I.

The Information Management Mechanism

YEAR I (1970-71)

January 1: recruit personnel for the information management mechanism

March 1: conduct training for newly hired information management personnel in order to orient the new staff members to the proposed model in general and to give them an overall feeling for what the information management system means to the model as a whole

April 1:

1) assignment of one systems analyst and one programmer to the instructional team. Initial emphasis will be placed on the systems analysis of the instructional mechanism in order to determine in what capacity the information management mechanism will function within the instructional system

2) assignment of one systems analyst and one programmer to the data generation mechanism in order to conduct a systems analysis of the mechanism to determine possible information management applications

3) assignment of one systems analyst and one programmer to the staff selection and development mechanism in order to conduct a systems analysis of the information needs of that mechanism. Because a personnel mechanism already exists in one form or another on the OCE campus, the emphasis will be placed by these two team members on interfacing the information management mechanism with ongoing procedures at OCE

4) assignment of one programmer analyst and one programmer to the cost accounting mechanism in order to perform systems analysis for the cost accounting system. The emphasis will be placed on interfacing as closely as possible with the proposed system to the OCE business office

5) assignment of the information management mechanism coordinator to the task of investigating existing computer facilities throughout the Northwest in order to determine which existing system can best suit the needs of the proposed model. When identified, the installation will be contracted for leasing of computer time. In approximately the second month of this investigation, the coordinator will place an order for the first of two terminals to be used by way of leased line for the information management mechanism

YEAR II (1971-72)

September 1: 1) completion of the initial systems analysis on the instructional mechanisms and the beginning of implementation for computer based aspects of that mechanism

2) completion of systems analysis of the data generation and instructional operations mechanisms and beginning implementation of computerized aspects of the mechanisms

3) completion of the systems analysis of the staff selection and development mechanism and beginning levels of implementation

4) completion of the systems analysis for the cost accounting mechanism and beginning levels of computer implementation

October 1: 1) the coordinator will draw upon the basic systems anlayses performed earlier and, based upon this information, design initial specifications for a generic information model which will accommodate all of the information needs included during September

2) delivery, on site, of the first terminal to be used within the information management mechanism

May 1: 1) initial implementation of the instructional mechanisms' computer information system complete and ready for operation. Beginning of the second phase of systems analysis

2) completion of the initial level of implementation for the data generation mechanism and beginning the second phase of systems analysis for the mechanism

3) completion of the computer information system for the staff selection and development mechanism

4) final implementation of the cost accounting mechanism

5) the initial systems analysis done by the coordinator will be presented to the four staff members now joining the coordinator's team who were freed from the activities abcve. The initial implementation phase of the generic information model begins

YEAR III (1972-73)

November 1: 1) second phase analysis complete on the instructional mechanisms and begin second phase implementation

2) second phase systems analysis of the data generation mechanism completed. Begin second phase of implementation

3) re-evaluation of the now operational staff selection and development mechanism to include any additions or deletions which have been noted in the past six months of the operation. Begin documentation for later maintenance programmer on the staff selection and development mechanism

4) re-assessment of the cost accounting mechanism after six months of operation. Additions and deletions will be made at this point in time and begin final documentation of the mechanism system

5) the first run of the generic information management system, as specified above

April 1:

1) a continuation of the instructional mechanism cycle, as previously stated

2) a continuation of the pattern established for the data generation mechanism

3) final documentation completed for the staff selection and development mechanism

4) completion of all documentation for the cost accounting mechanism

5) program or mechanism coordinator now joined by additional four staff members freed from other responsibilities to continue through 1973-74 and 1974-75 with the additional refinement, implementation and development of the generic information system model

6) the addition to the staff of two graduate assistants on a half-time basis will be made sometime early in 1973. The function of these two individuals will be the documentation of the systems as they are completed and the low level maintenance of operating systems under the direct supervision of one of the programmers on the information management's staff

YEARS IV and V

See pages 156-161 in Volume I.

(It should be understood by the reader that the descriptions presented here are only approximations and the amount of individual effort expended within a task is not well represented. The intent was to indicate the strategy of assignment of team members to specific assignments. It is assumed that the members of this mechanism will constantly be working toward a system which is compatable with the limited projections the State System now has. It is also assumed that the program management mechanism will not impose any unusual information needs on the mechanism. These two mechanisms have, therefore, not been mentioned.)

The Data Generation Mechanism

YEAR I (1970-71)

July 1: mechanism coordinator and two directors begin design of total data generation process (establish policy; mode of operation; identify resources; establish priorities on information mediums; identify interactions with other model elements; etc.)

July 15: data task force begins operation (Instructional D & D; Information Management; Student Recruitment and Selection; etc.)

August 1: project resources identified

August 15:
1) design process for identifying "standards"
2) design process for identifying "indicators"
3) identify mechanism general information needs
4) identify information flow requirements
5) establish process for revising evaluation design

September 1:
1) data generation design for year one complete, including General Studies Phase data needs
2) measurement-analysis team begins operation
3) evaluation design team begins operation

September 15:
1) identify process for revising "standards"
2) identify process for revising information flow

April 30: identify clinical data needs

YEAR II (1971-72)

September 30: identify practicum data needs

December 1: identify practicum data information flow requirements

February 1: design process for revising practicum data generation requirements

YEAR III (1972-73)

July 1: program cadre begins operation (25% of total task)

December 31: validate General Studies "standards"

March 31: validate General Studies "indicators"

June 30: 1) complete summary evaluation of General Studies Phase

2) identify certification data needs

YEAR IV (1973-74)

December 31: 1) validate clinical "standards"

2) complete summary evaluation of Recruitment and Admissions

March 31: validate clinical "indicators"

June 30: complete second summary evaluation of General Studies Phase

June 30: complete summary evaluation of Clinical Phase

YEAR V (1974-75)

July 1: program cadre assumes 100% task assignment

December 31: 1) complete summary evaluation of Recruitment and Admissions

2) validate intern "standards"

March 31: validate intern "indicators"

June 30: 1) complete summary evaluation of General Studies Phase

2) complete summary evaluation of Clinical Phase

3) complete summary evaluation of Intern Phase

The Cost Accounting Mechanism

YEAR I (1970-71)

September 1: complete selection and short-term training of operational staff; implementation of first year costing operations as indicated

June 30: Completion of first year of operation with developmental additions and corrections.

YEAR II (1971-72)

June 30: completion of second year of operation with second prototype development implemented

YEAR III (1972-73)

June 30: meet the costing needs of all mechanisms as students begin moving through the program -- decision has been made with reference to utilizing ledger/computer capabilities. Complete third prototype of mechanism development

YEAR IV (1973-74)

June 30: complete fourth prototype of mechanism development

YEAR V (1974-75)

June 30: integrate OCE costing operations with ComField costing operations at a fully functioning level

The Staff Selection and Development Mechanism

YEAR I (1970-71)

July 1: develop an operational description of staff selection and development with the identification of those

personnel responsible for the development and implementation of the operational design

August 1: develop the staff selection and development components sufficiently to provide manpower and essential training necessary for program implementation in September 1970

September 1: essential personnel selected and trained to begin implementation activities

June 30: completion of first year of implementation/development activities

YEAR II (1971-72)

June 30: complete second-level prototype of staff selection and development

YEAR III (1972-73)

June 30: complete third-level prototype of staff selection and development

YEAR IV (1973-74)

June 30: complete fourth-level prototype of staff selection and development

YEAR V (1974-75)

June 30: complete fifth-level prototype development of staff selection and development (at this point the functions should be fully operational and equipped to extend resources in the growth and development of the program)

The Policy Creation and Adoption Mechanism

YEAR I (1970-71)

July 1: as of this date, membership of the mechanism should be selected, oriented to the program, and responsibilities defined

September 1: as of this date, the mechanism should have identified essential sources for obtaining information and established channels by which such information can be gathered

January 1: as of this date, the policy creation and adoption mechanism should have gathered the first comprehensive set of information necessary to form policies for the program and have defined the major categories for which policies should be created

March 1: as of this date, the policy creation and adoption mechanism should have first generation policy statements completed

April 1: as of this date, the mechanism should have first generation policies published and in the hands of appropriate individuals

June 1: the remainder of the year will be devoted to the review, and refinement and continued creation of policies.

YEAR II through V

Throughout the total time period during which the program is being developed, the policy creation and adoption mechanism must continually review policies to satisfy already developed parts of the program, revise policies to account for new developments in the program, and create new policies for future developments to come. Throughout this time it must be sensitive to policies that deal with the fit of the program within the ever growing set of concentric rings outward into the society.

The Program Execution Mechanism

YEAR I (1970-71)

July 1: by this date, membership of the mechanism should be selected, oriented to the execution mechanism and the program in general, and have responsibilities defined

October 1: by this date, define and establish integrated levels of relationships between and among all developed parts of the program and with other appropriate agencies

November 1: by this date, establish communications channels to exchange vital operations data between and among all developed parts of the program and with other appropriate agencies

February 1: by this date, receive first rough operating budget estimates from each mechanism

March 1: by this date, have interacted with policy mechanism regarding the operational implications of first generation policies

April 1: by this date, prepare first generation operating budget for the program

June 1: by this date, translate existing program policies into operational guidelines

YEAR II (1971-72)

September 1: by this date, obtain evaluation data from the data generation, information, adaptation mechanisms and any other appropriate sources regarding the effectiveness of the newly developed program parts

November 1: implement new and/or modified operations based on specifications received from adaptation mechanism

YEARS II through V

Throughout the remaining developmental time period of the program, the execution mechanism must continually manage and review existing program operations, revise operations to account for new developments in the program, and plan and establish new operations to handle anticipated future developments to the program. Continued sensitivity must be maintained with the operational fitting of the program within the college and school districts of the coalition and within the greater political-professional environment of the state and nation.

The Adaptation Mechanism

YEAR I (1970-71)

July 1: by this date, membership of the mechanism should be selected and oriented to the program and responsibilities defined

September 1: by this date, criteria for determining adaptation needs are defined and priorities and schedules for attending to the program parts are established

October 1: by this date, temporary staff for first adaptation effort are identified. This is a continuous activity that is ongoing during the life of the program

January 1: by this date, identify sources for and types of evaluative data desired to determine effectiveness of the currently developed program and obtain data

April 1: by this date analyze data and design new and/or modified program specifications and recommend policy changes

June 1: by this date, instigate changes to appropriate mechanism

YEAR II through V

The work of the adaptation mechanism is continuous and ongoing. During the developmental years it must serve as a mechanism to improve what has been or is being developed. When development is completed, it serves to continuously modify and improve the program.

The Accommodation Mechanism

YEAR I (1970-71)

July 1: activate the various constituent groups

August 1: review completed implementation plans that affect each constituent group

September 1: implementation plans confirmed and/or modified on the basis of input from each constituent group, including plans for the operation of the on-going program

October 1: review implementation plans and accomplishments as to their potential impact upon on-going programs, and the modification of plans and/or the modification of the on-going program to accommodate the changeover process. This will also be done on the first of each month for the remainder of the year.

YEAR II through YEAR V

Continue to meet every 3 months throughout the life of the project for purposes of review and coordination.

The Dissemination Mechanism

YEAR I (1970-71)

July 1: formally activate the task force and carry out the general orientation functions required by all other task force groups

August 15: initial orientation requirements met and firm projections as to orientation-dissemination requirements for the year

August 16 - June 30: a continuous cycle of materials and procedures preparation in anticipation of projected dissemination requirements and the meeting of those requirements

YEARS II through V

A repetition of the focusing of orientation-dissemination needs, developing materials and procedures to meet them, and then meeting them.